



**Connor Downs**  
Academy

# Connor Downs Academy

Head of School: Mrs J Eddy



**Connor Downs**  
Academy

## Year 6

# Autumn Term 2024

T: 01736 753135

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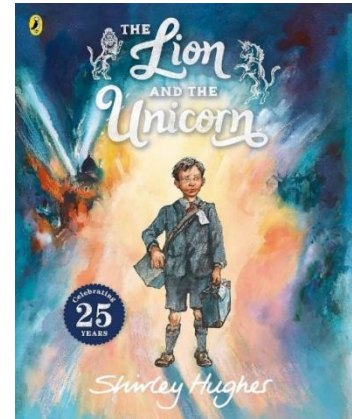
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## English

The first unit of work Y6 completed was a descriptive piece about the Blitz. This made good use of figurative language including similes and metaphors. The children were inspired to write by watched footage of WW2 bombing raids to imagine a bomb falling through the air.



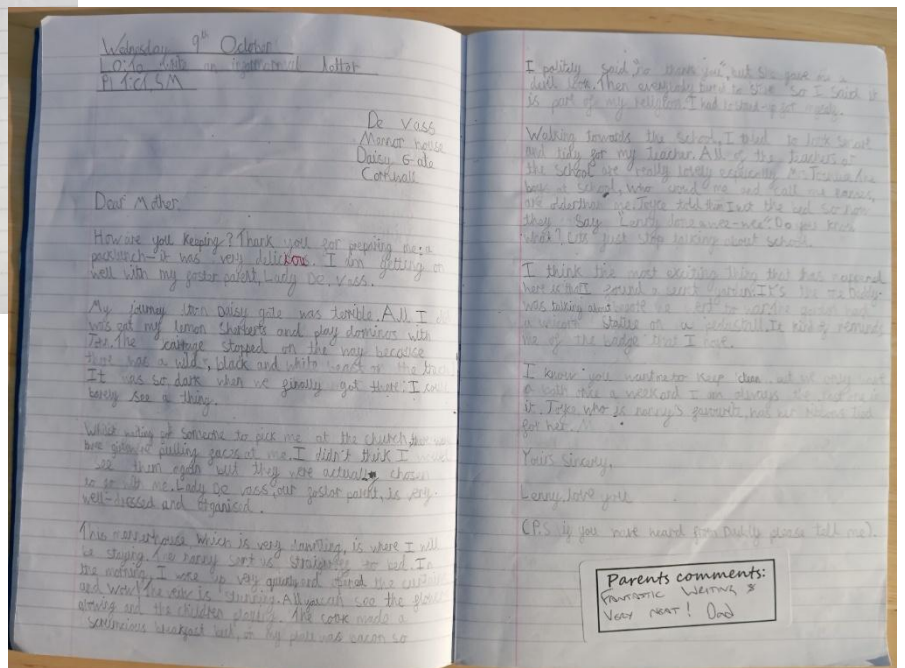
We then shared a book called 'The Lion and the Unicorn' by Shirley Hughes.

The main character in the story, Lenny, is evacuated to the countryside. He struggles to settle in as some of the other characters are unkind to him and he misses his family. The children wrote letters imagining they were Lenny, back to his mother.



LO: To develop my vocabulary.  
PLT: CT and EP

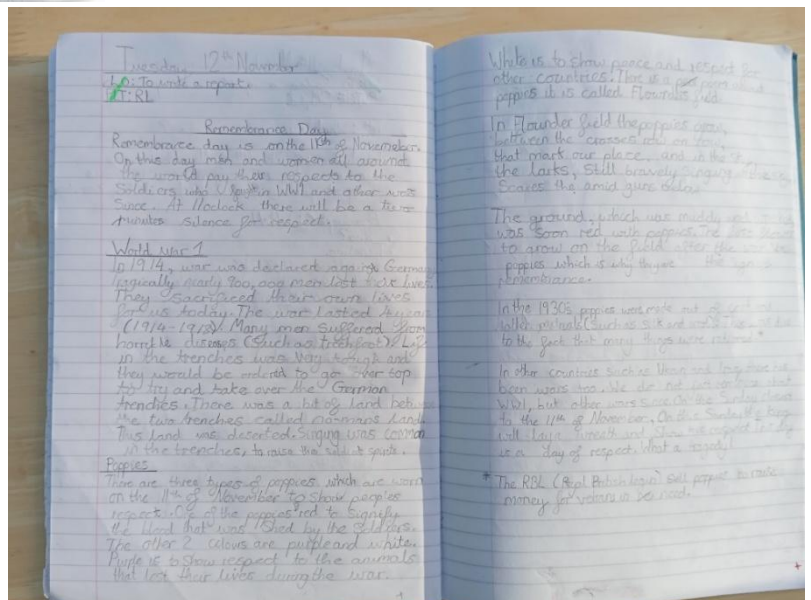
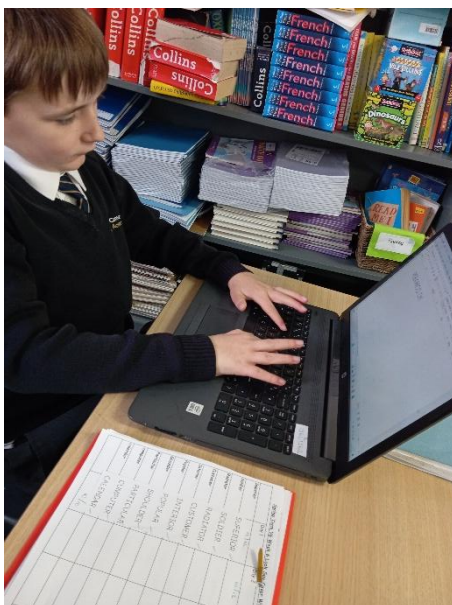
alarmed!  
fire-blaze  
Smash  
Chaos  
Rubble  
packed  
smoke  
panic  
carnage ✓  
sadness  
anger  
flaming walls  
war  
a lifetime memories





Studying excellent literature helps children to develop their own character. During our topic about WW2, the children learnt how Jewish people were persecuted by the Nazis in Europe during the war. They then learnt about the incredible story of Anne Frank and her family who hid in the annex to keep themselves safe. Once the children were able to empathise with Anne and her experience, they wrote their own diary entries inspired by her.

In November, the class wrote some reports about Bonfire Night and Remembrance Day.



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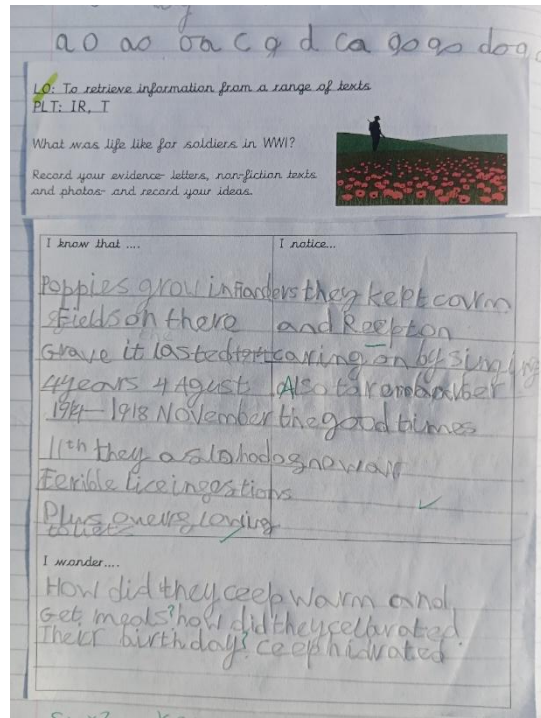
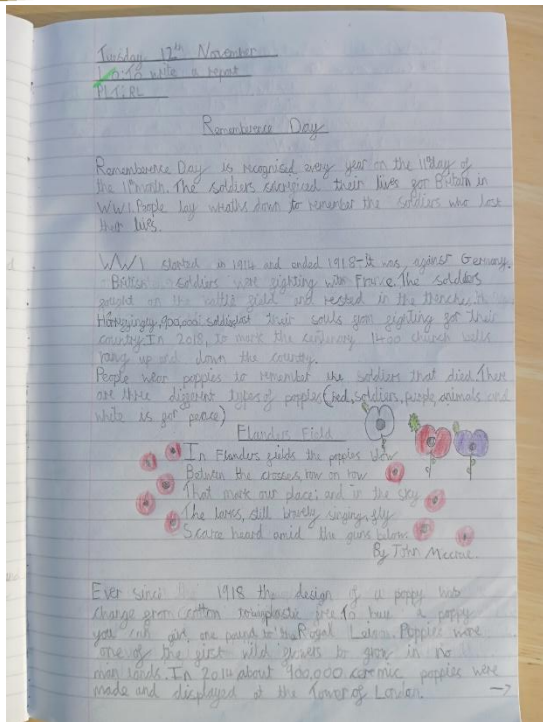
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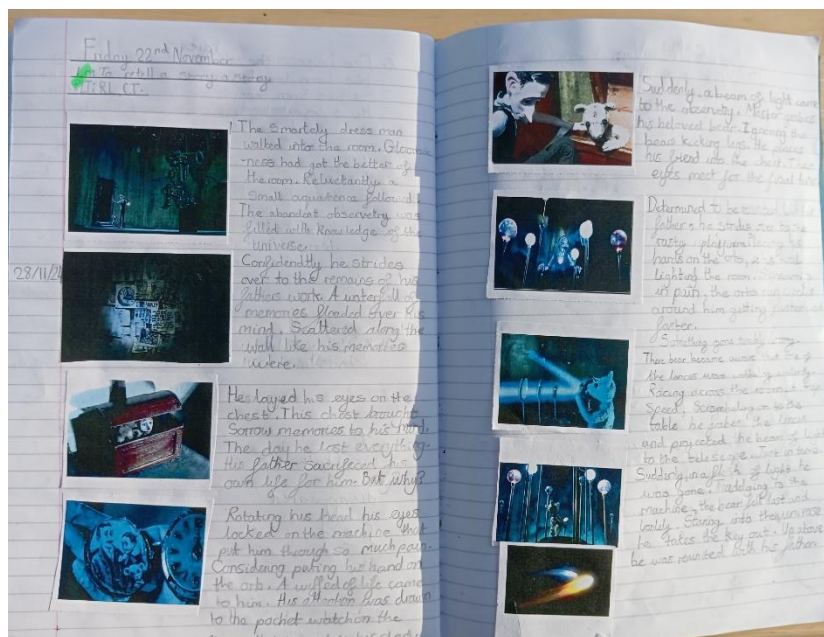
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The children also wrote descriptive writing based on an animation called 'The Astronomer's Son'.



## Maths

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Each morning starts with challenging maths tasks that help the children to recall the learning they have completed previously. They also practise their times tables to ensure these are deeply embedded.

At Connor Downs, the children tackle fluency, reasoning and problem-solving tasks throughout each of their maths topics to "master" each skill before being ready to progress to the next unit of work. This term, the children have completed a place value unit which explores numbers up to 10 million. This includes ordering numbers, sequencing them, rounding and partitioning them into parts.



The children were able to put their skills with large numbers into good practise in their geography lessons this terms exploring the value of different countries exports and their population size.

The children also completed work around the four operations- addition, subtraction, multiplication and division. They have developed formal written methods for these and solved problems using them. They also developed their fluency around number properties including factors, primes and squared and cubed numbers.

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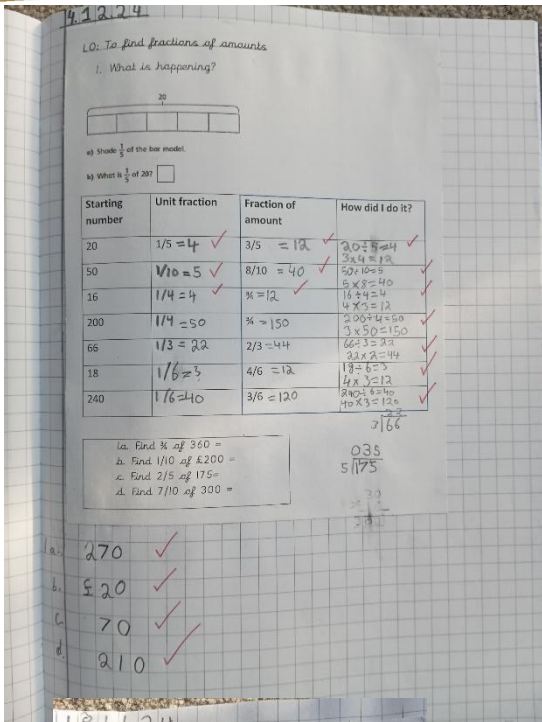
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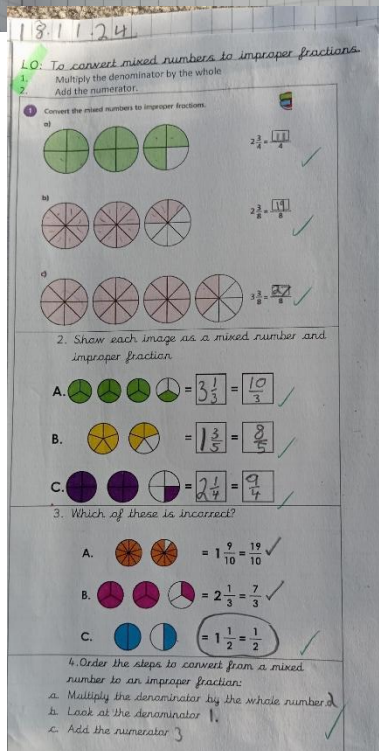
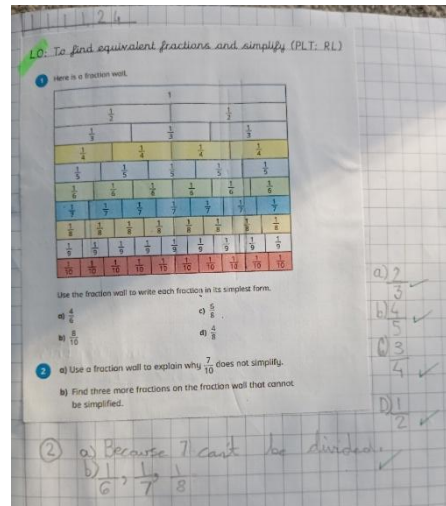
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The final unit studied this term has been about fractions. The children have been taught to add and subtract fractions with proper fractions and mixed numbers. They have learnt to multiply and divide fractions by whole numbers, to find fractions of amounts and to order fractions. The children were enthusiastic and focused throughout and could confidently talk about how to complete their tasks.



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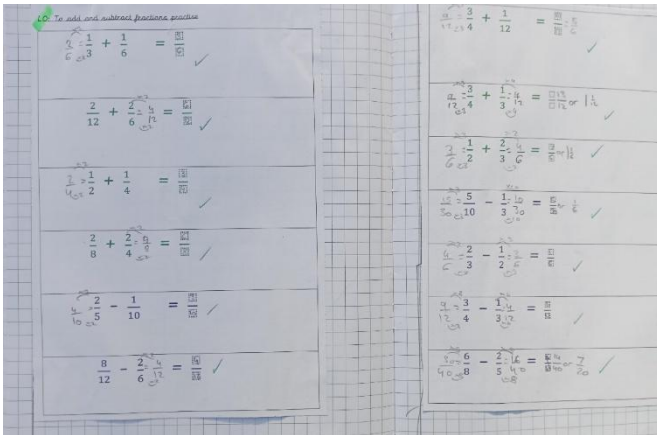
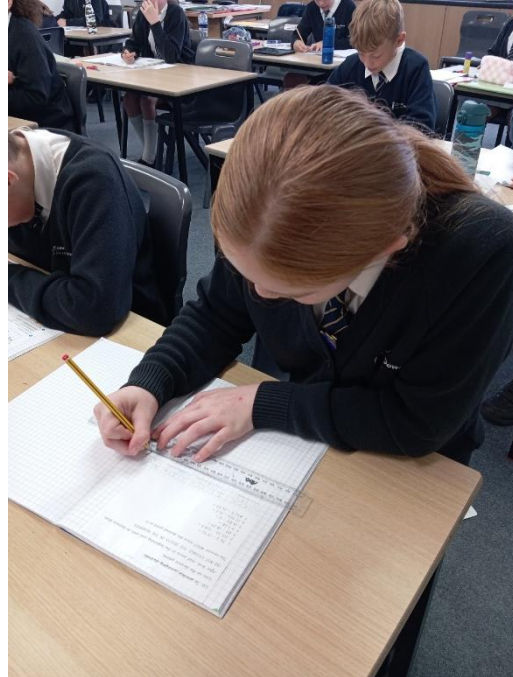
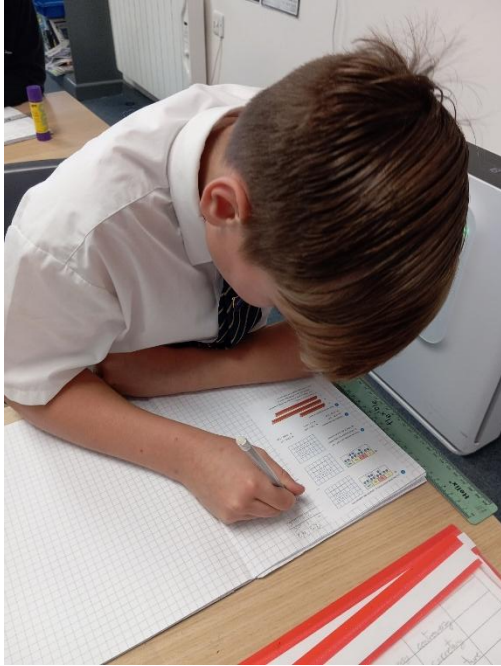
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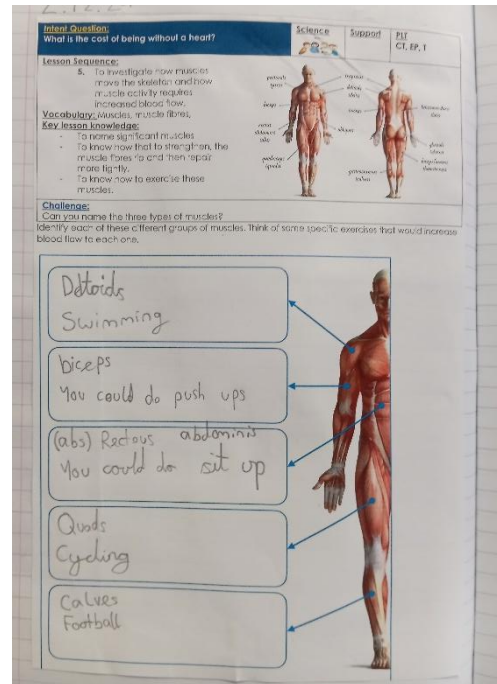
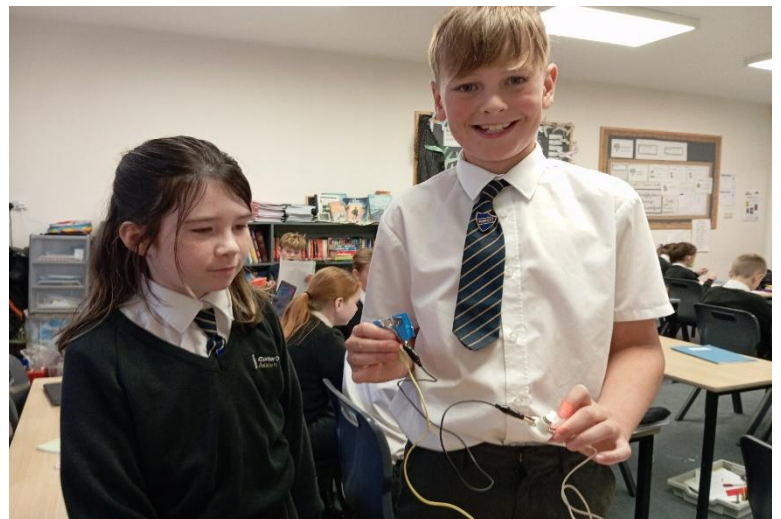
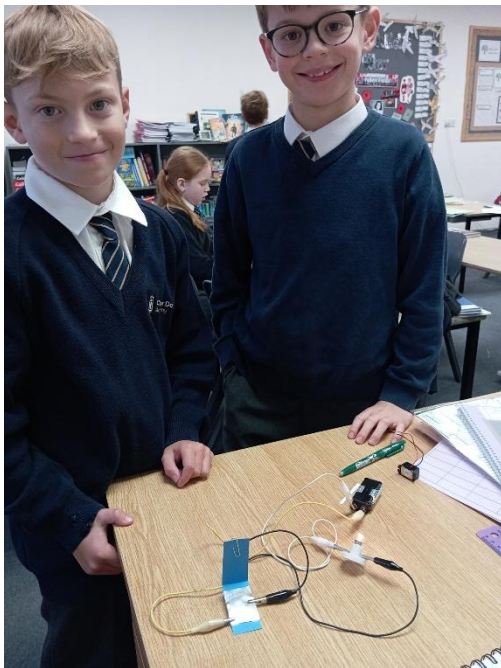
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## Science

In Science, the children have explored electricity. This included exploring static electricity and making circuits to power bulbs, buzzers and motors. They were increasingly able to spot what had gone wrong with a circuit. The children investigated voltage through an investigation involving changing the number of bulbs in a circuit. They also learnt what happens when more volts are put into a circuit than a bulb can manage!



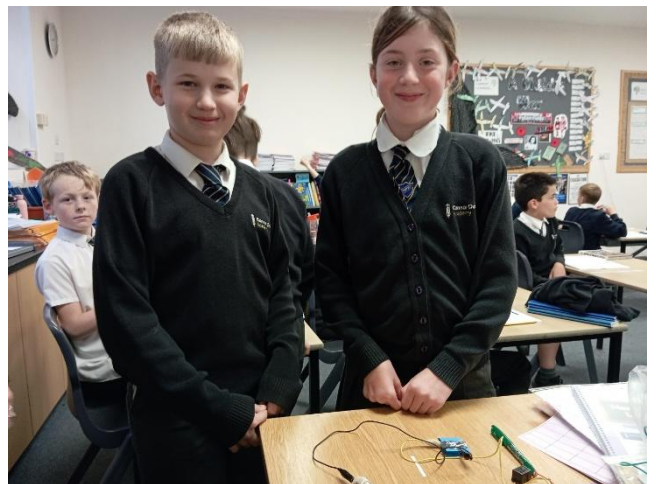
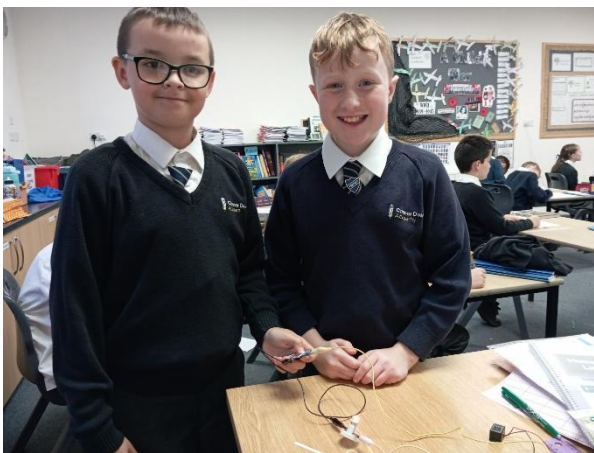
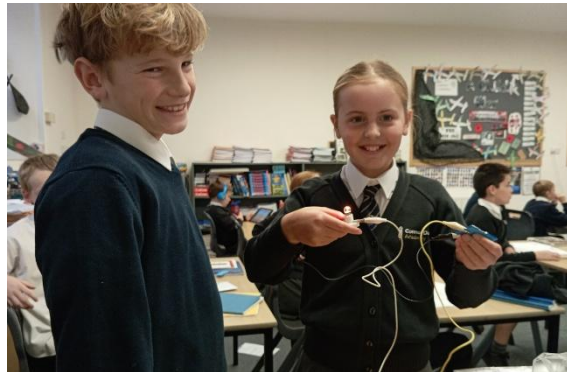
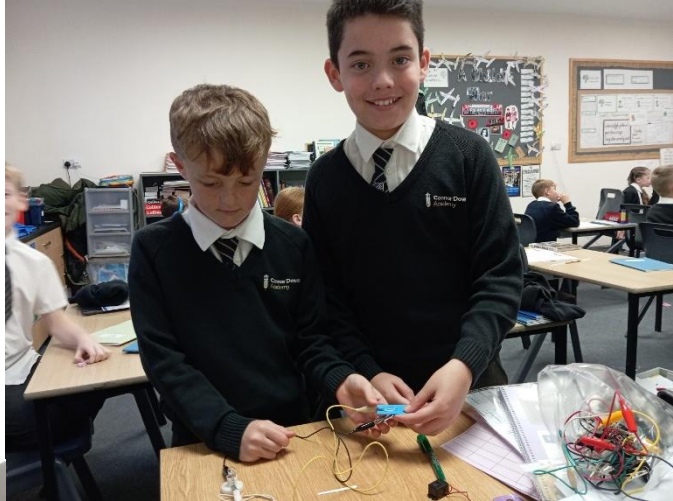
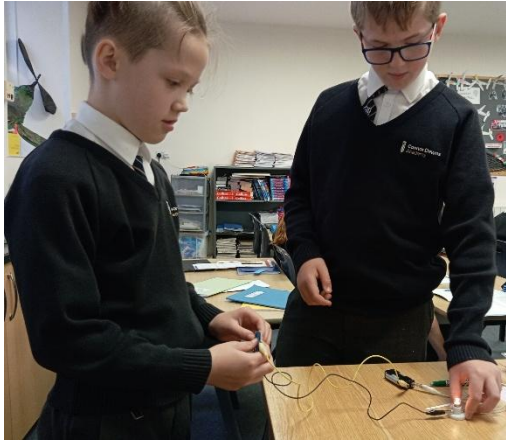




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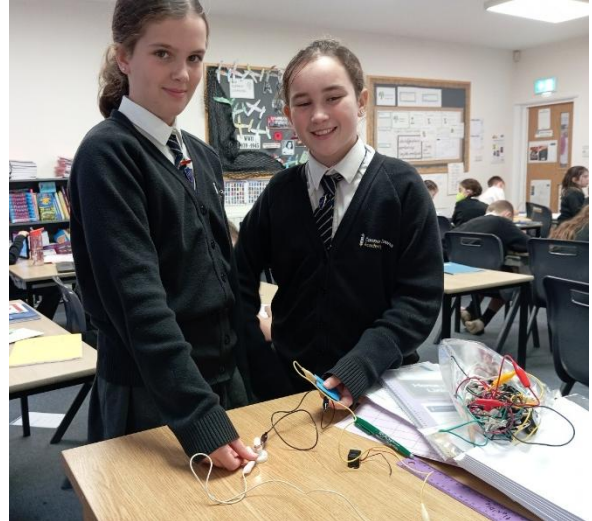
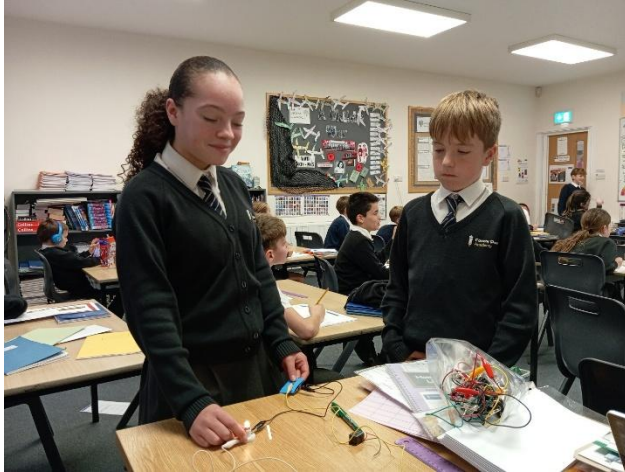
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Later in the term, Y6 learned about keeping healthy. They learnt about different food groups and why it is important to have a healthy diet. They also enjoyed coming up with exercises they could do to work the different muscle groups in their bodies and learning about how the circulation system works.

**Intent Question:**  
What is the cost of being without a heart?

Science Support PLT  
IE, CT

**Lesson Sequence:**

4. To investigate what happens to the heart when we exercise and why.

**Vocabulary:** fair test, bpm, resting heart rate, exercise

**Key lesson knowledge:**

- To know that when we exercise, our muscles are working. They need oxygen to do this. To receive this oxygen, the heart has to pump harder to deliver it around the body.
- To measure your heart rate.

**Challenge:**  
Why do you think large animals have slower heart rates?  
Today the children investigated their heart rates after exercise.  
How do you think we could do this so that it is a fair test?

**Complete the table:**

	1 <sup>st</sup> time	2 <sup>nd</sup> time	3 <sup>rd</sup> time	Mean
Relaxed	25	25	28	
Walking	35	58	63	
Sprinting	84	66	89	

1. How does exercise affect your heart rate and why?  
<http://www.everysecond.co/animal-heartbeats>

2. What does bpm stand for?

3. Which animal has the fastest heart rate on the website?

4. Which animal has the slowest heart rate? Why do you think this might be?



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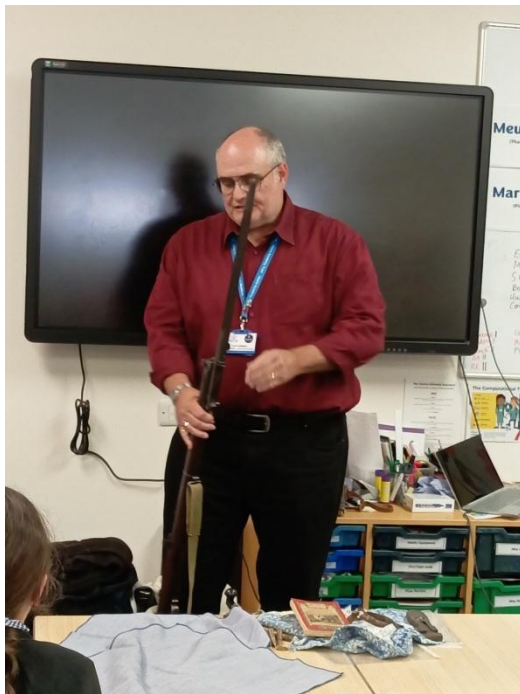
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## History

Learning about WW2 is always a very engaging topic. Children especially enjoy learning how people's lives were affected by the war, such as how children's lives and how food and cities changed. The children explored how war broke out in the first place in 1939 and how it ended in 1945.



Mr Gallagher, our Hub councillor and keen historian, visited school to share some intriguing WW2 objects with the children. These included a variety of weapons, bullets and everyday items such as an inkwell. Mr Gallagher allowed the children to (safely) handle these and answered their questions.



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We are very grateful to the Prefects and School Councillors who represented the school at Hayle War Memorial on Remembrance Sunday- thank you for carrying out your role so responsibly and looking so smart. Thank you also to all the children who brought objects and shared objects from their own family histories- this shows how much the children are enjoying studying history.

## Geography

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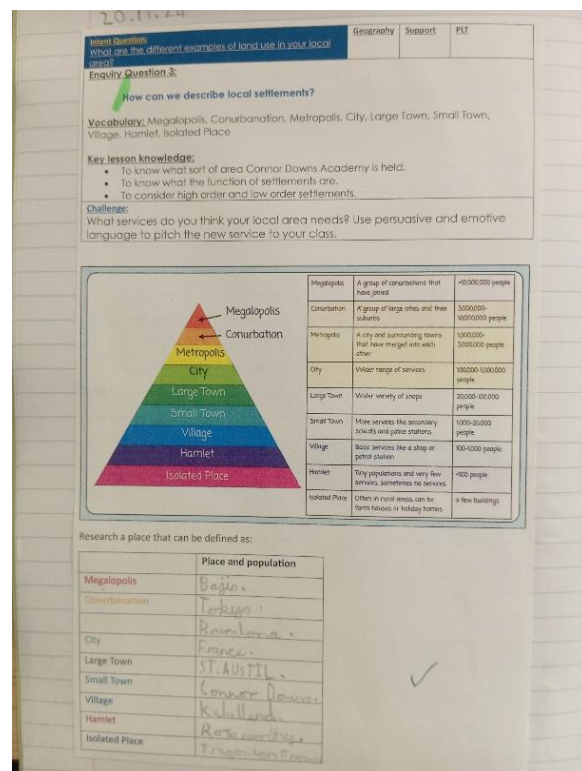
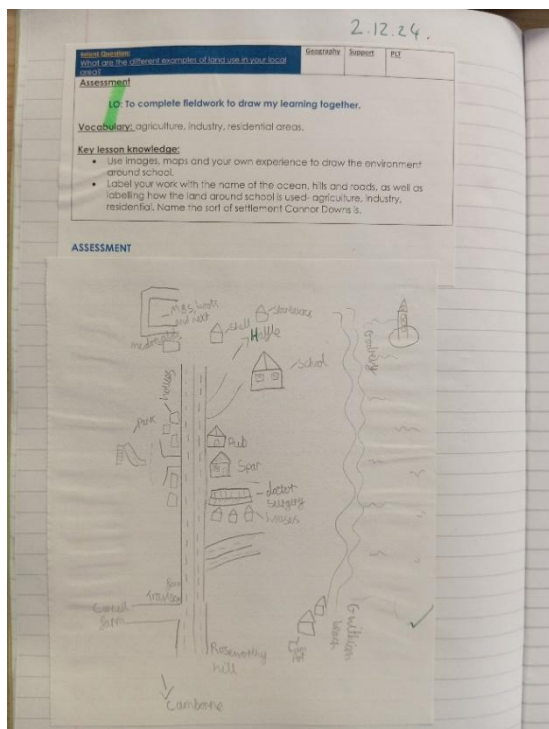
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Our topic has been entitled 'Our local area' and has included learning about the environment around school. The children learnt that the land can be used for agriculture, industry, commerce or residential properties. The children also learnt about local rivers, what affects the climate. They also recalled their trip to Bodmin Moor in Y5 and described the environment there.



PE

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This term, a group of children received their 'Sports Leaders' training to organise and run games for the children at break and lunchtime. They can be identified by their smart baseball caps! The children are all very enthusiastic and are keen to promote physical activity in school as well as developing their leadership skills.



Some members of Y6 also took part in football competitions and cross country. This gives them a marvellous opportunity to develop teamwork skills.

In September, the children enjoyed their swimming lessons at St Ives. All children made good progress and built their water confidence. The children also completed a series of lessons in gymnastics. They worked in pairs to build routines that showed mirroring and matching. The class spent time watching each other perform and giving each other tips to improve.



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Mr Eddy, from Mounts Bay Academy, shared the story of his recent sporting success in Hawaii, taking part in an ultra-triathlon. What an accomplishment! The children asked interesting questions and considered how much the human body can achieve with dedication, focus and careful preparation.

## Music

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Year 6 have learned to sing 'Happy' by Pharrell Williams. They explored its rhythms and used instruments used to recreate the music and improvise for themselves. We have also worked hard to learn and perform our songs in the Christmas Performance of 'Hosanna Rocks'.



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joining us.

We wish you  
your family  
Happy Christmas  
and a healthy  
New Year

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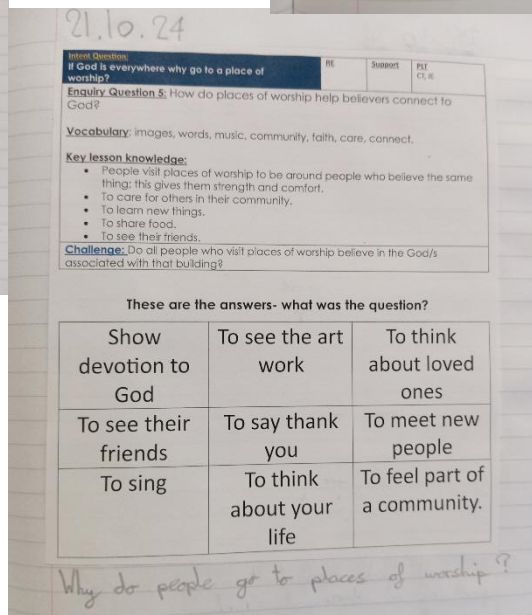
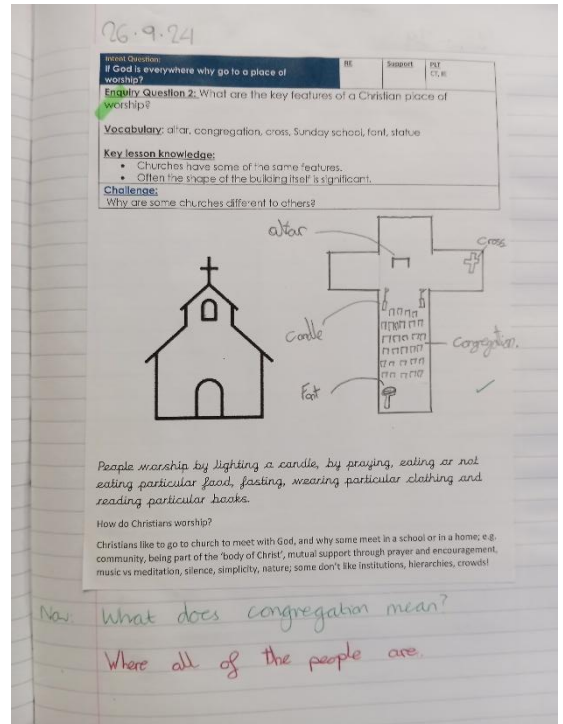
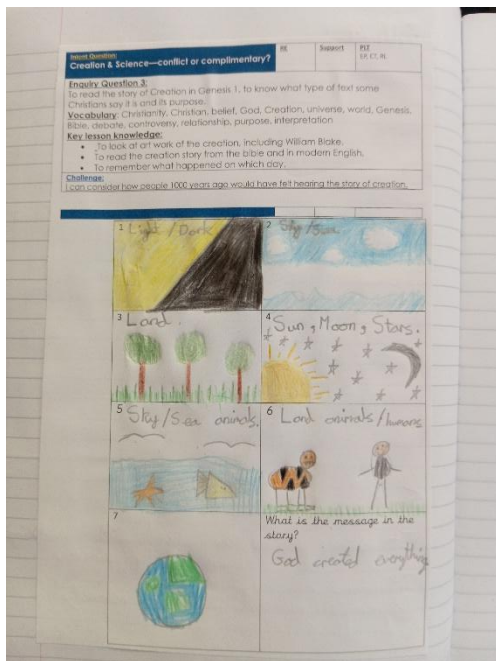
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**RE**

The children completed a unit considering how places of worship are used and why they are important. The final unit considered the Christian story of creation, which explains that God created the world in 7 days. The children learn the story and considered the huge philosophical question about how and why there is life on earth. We also shared the scientific explanation for the existence of Planet Earth which included learning about the big bang theory and evolution, which supports our science topic 'Evolution'.



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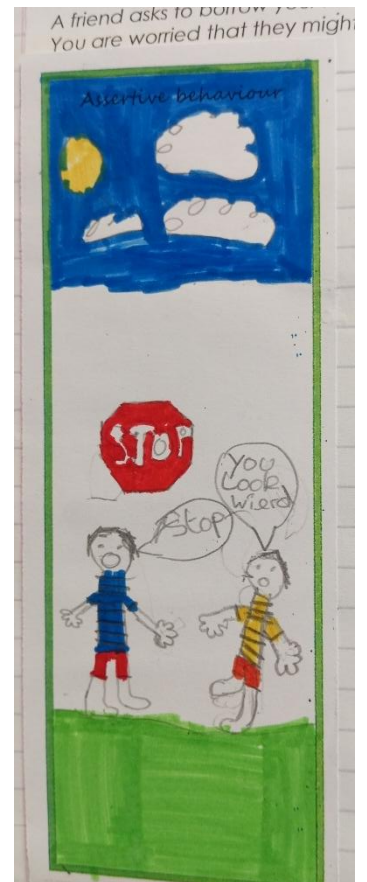
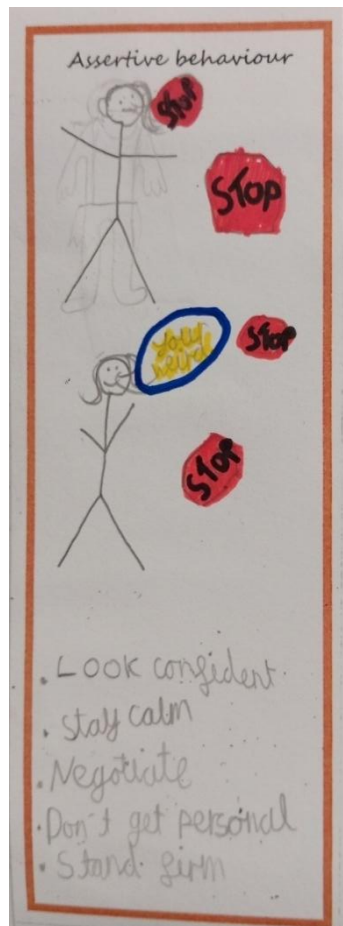
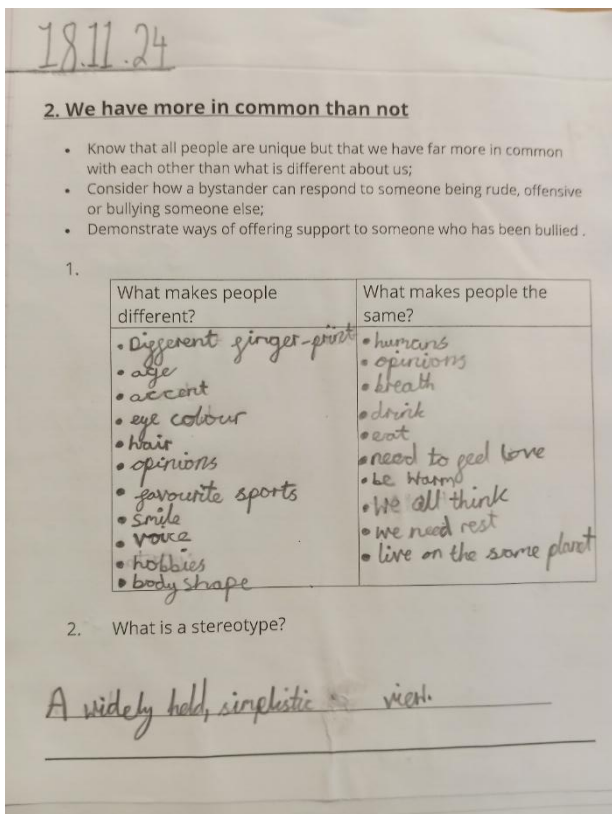
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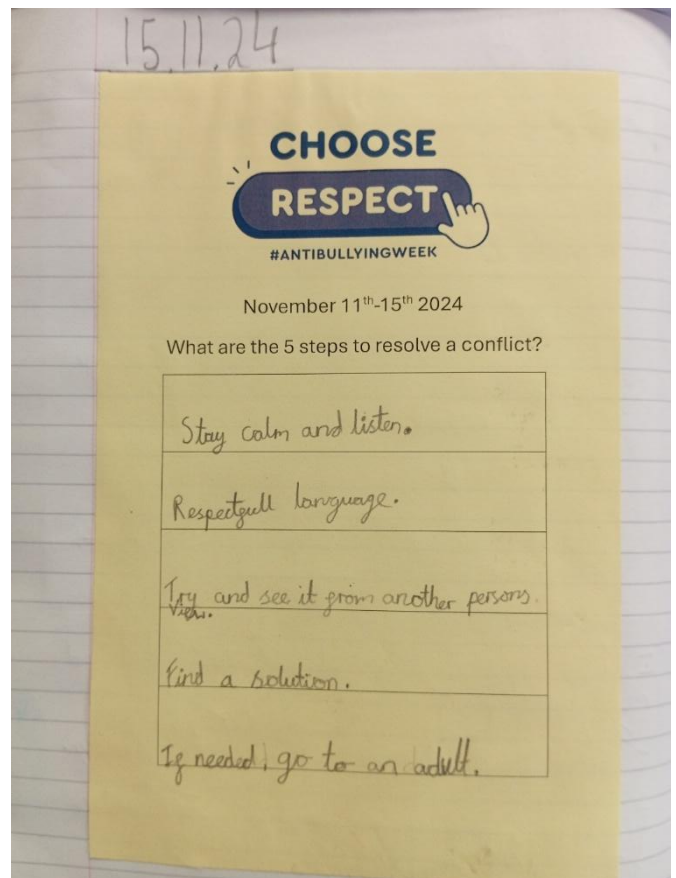
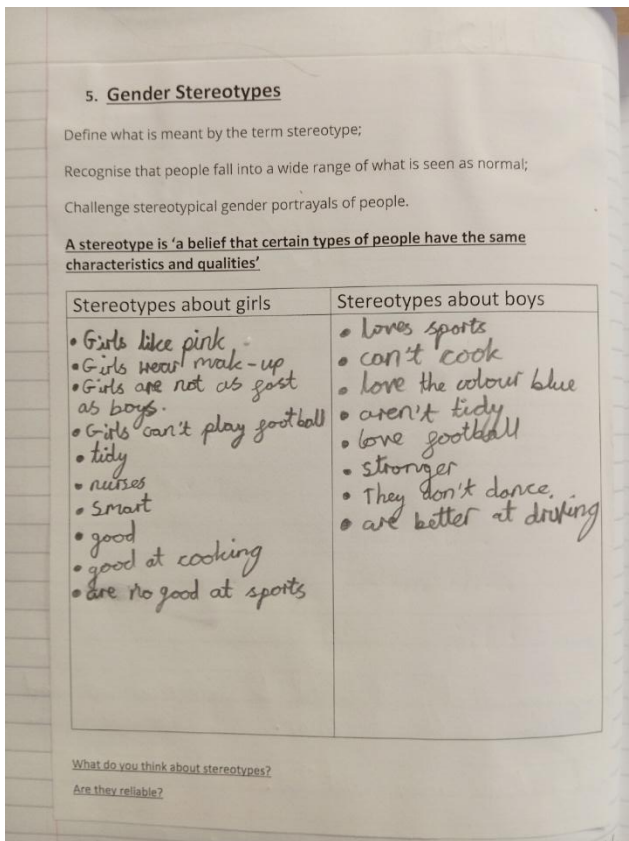
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## PSHE

PSHE (Personal, Social, Health and Economics) is delivered through our weekly SCARF (Safety, Caring, Achievement, Resilience, Friendship) program, but is present in all that we do in school. This term the focus has been on *Me and my Relationships* and *Valuing Differences*. The children have been learning about friendships, specifically getting on with each other and falling out. They spend time role playing how to be assertive during these lessons and understanding the role of the bystander.



The children have explored stereotypes of boys and girls this half term, as well as different cultural norms from other countries. This helps the class to develop their understanding that whilst people on planet earth are different, we are all equal.



During anti-bullying week we focused on resolving conflicts and defining bullying.



Y6 thought about having a positive mindset, by writing can't on a post-it, then ripping off the 't leave 'can'. The class thought about all the things they couldn't do, but now can!



Y6 pupils laid out all the offerings for our Harvest Festival in October. What a lot of food!

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**Children in Need 2024**

## **French**

The children have learnt to count in French up to 50 and can name a range of festivals. They have also learn the song 'Head, shoulders, knees and toes'.



## **ART**

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This term Y6 have learnt about landscape art, including looking at the work of renowned local artist Kurt Jackson. The children learnt to mix paint, use perspective and created collages showing atmosphere.



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Having explored Tinkercad, an online 3D modelling programme, Y6 then designed name badges and pen pots. They then used their skills to duplicate shapes and group objects when designing houses of their own design.

**Intent Question:**  
IT around us: Communication and collaboration

**Enquiry Question 4:**  
4 – to evaluate different ways of working together online.

**Vocabulary:** Reuse, remix, collaboration


**Key lesson knowledge:**

- I can identify different ways of working together online
- I can recognise that working together on the internet can be public or private
- I can explain how the internet enables effective collaboration

**Challenge:** What does the See Inside button do? Why is it useful?

- Can you think of more ways in which other people's work can be reused?
- Can you suggest why using someone else's work can be a good idea?

**SETH**



Swimming competitions started in the 1930s and came into the olympics in 1896. Women started swimming in the olympics 16 years after men they started in 1912. In 2500 bc Romans and Greeks used swimming as training for martial arts. There are 4 types of strokes these include butterfly, front crawl, backstroke and breaststroke. Did you know breaststroke is the oldest stroke in the world. Michael Phelps is one of swimming legends he won 8 olympic gold medals in one games Beijing 2008. This year Great Britain won 21 golds, 33 silvers and 40

12/9/24

**Intent Question:**  
IT around us: Communication and collaboration

**Enquiry Question 1:**  
1 – to explain the importance of internet addresses.

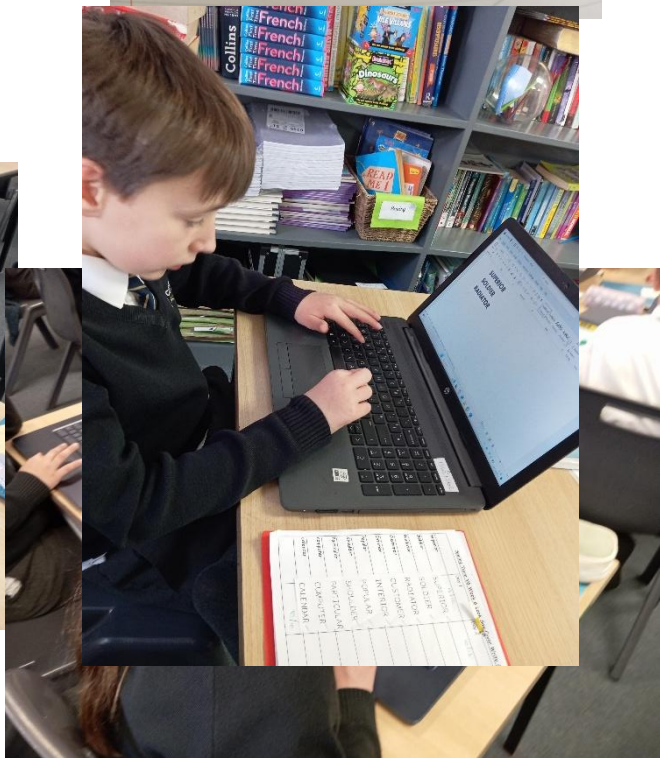
**Vocabulary:**  
Communication, protocol, data, address, Internet Protocol (IP) address, Domain Name Server (DNS)

**Key lesson knowledge:**

- I can recognise that data is transferred using agreed methods
- I can explain that internet devices have addresses
- I can describe how computers use addresses to access websites

**Challenge:** What do you notice about the IP addresses for google.com and youtube.com?

Website	IP address or addresses
www.bbc.co.uk	151.101.81
www.google.com	142.250.179.164
www.microsoft.com	23.200.189.225
www.number10.gov.uk	151.101.0.144
www.youtube.com	142.250.179.148
Your school website	51.132.219.075



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**Connor Downs**  
Academy

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**Hayle Taster Day Sept '24**



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During the taster day at Hayle School, the children enjoyed making fruit animals in cookery and tested the pH level of different substances in science. This important experience helps begin the transition process from primary to secondary school.



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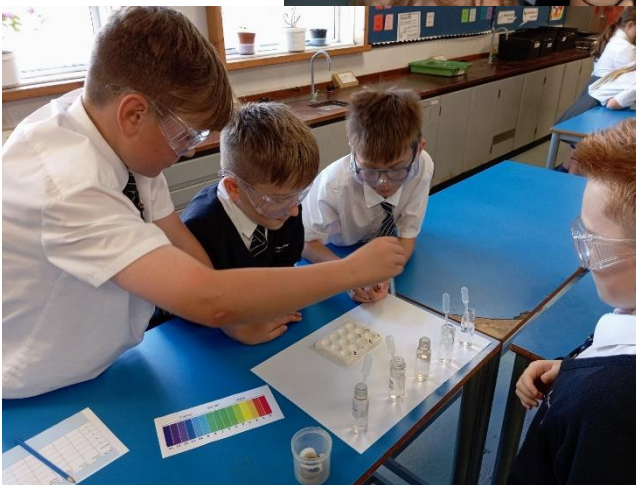
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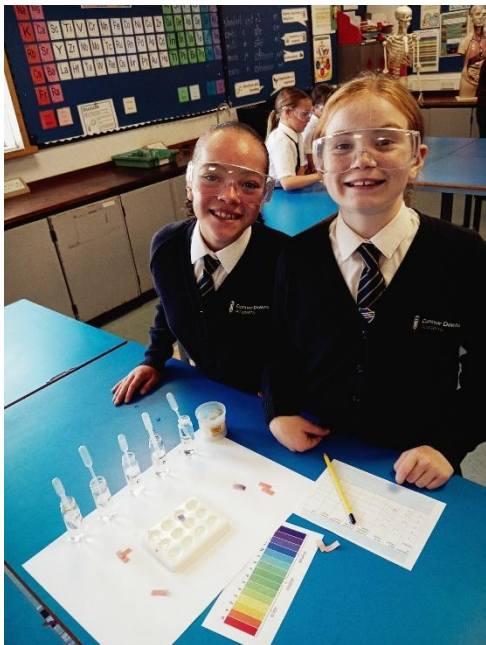
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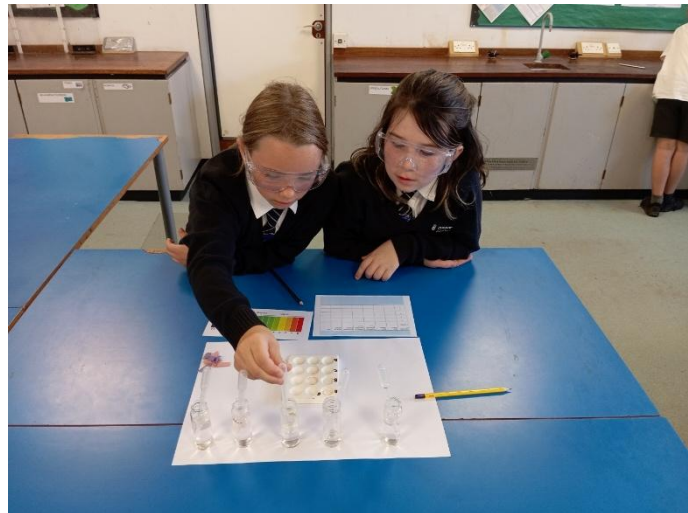
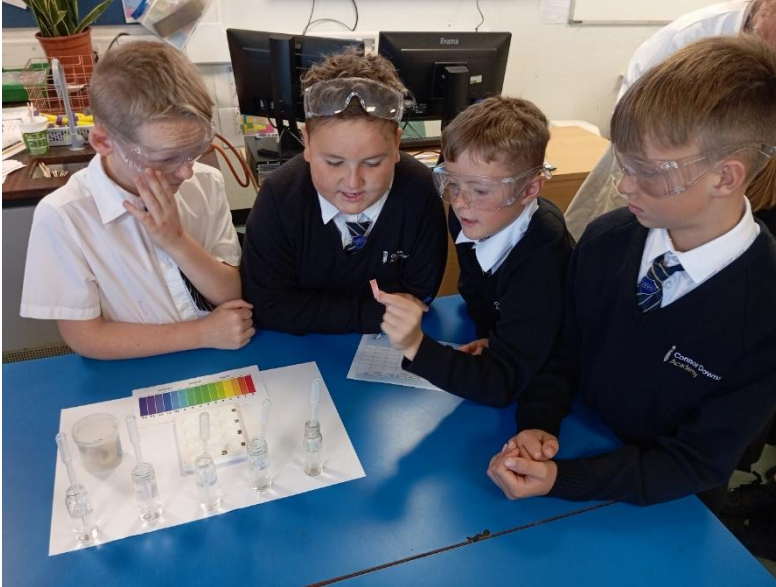




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